

# HOMEMAKING COTTAGES

## *THEIR USE IN HOMEMAKING EDUCATION*

BULLETIN 322

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LESTER K. ADE - - Superintendent  
HARRISBURG, 1939

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# FOREWORD

Learning from living is a keynote in the modern philosophy of education. Accordingly, our public schools establish the curriculums in terms of life situations as far as possible. In the development of our program in Homemaking Education, this philosophy finds expression both in the materials of instruction and the physical facilities in which the students acquire desirable attitudes and abilities in the art of homemaking.

Instead of using a regular classroom for instruction in this field of work, many districts throughout the State are furnishing special rooms to correspond to the various types of rooms in the modern American home. Other districts go still further and establish a complete Homemaking Cottage, which comprises practically every type of environment to be found in homes today. In these cottages homemaking is studied and learned in a natural environment so that the adaptations acquired through the school program become automatic in their application to actual living following the school years of the students.

The present bulletin on "Homemaking Cottages" presents a number of views of these cottages and gives glimpses of the lifelike activities in homemaking which the students experience. Through the use of these cottages, homemaking education becomes a continuous process, for it goes forward whether the students are at school or in their actual homes.

The material contained in this publication has been compiled from data furnished by superintendents and supervising principals in the thirty-five districts of the Commonwealth in

which Homemaking Cottages are now in use. Accordingly, the contents of the bulletin portray actual situations as they are carried on in the schools of Pennsylvania.

“Homemaking Cottages” has been prepared by the Federal Writers’ Project for the Bureau of Instruction, Dr. Paul L. Cressman, Director, under the supervision of Mrs. Anna G. Green and Mrs. Edith D. Davison.

LESTER K. ADE

*Superintendent of Public Instruction*

*March, 1939*

# TABLE OF CONTENTS

	Page
INTRODUCTION .....	1
Purpose .....	1
Activities .....	1
Factors Determining Type of Cottages .....	2
Arrangement of Rooms .....	3
Cost .....	3
Essentials in Planning .....	3
Furnishings and Equipment .....	7
Housing .....	7
Food .....	8
Clothing .....	8
Infant Care and Child Development .....	8
Health .....	9
Home Management .....	9
Family and Community Relationships .....	9
Summary .....	10
QUESTIONNAIRE SUMMARY .....	41

## LIST OF ILLUSTRATIONS

### TYPES OF HOME MAKING COTTAGES

Figure One .....	5
Figure Two .....	5

	Page
INFANT CARE AND CHILD DEVELOPMENT	
CLASS .....	12
TASTY DISHES .....	13
ALL WORK AND NO PLAY .....	14
TAKING CARE OF JOHN .....	15
COMPLETE HOME .....	16
First Floor Plan .....	17
Second Floor Plan .....	17
SPICK AND SPAN .....	18
THE PERFECT HOSTESS .....	19
CLEAN CLOTHES .....	20
COZY COTTAGE .....	21
FLOWER CULTURE .....	22
CHEERFUL MONDAY .....	23
STUDY HOUR .....	24
GARDEN STUDIES .....	25
HOME MAINTENANCE .....	26
LABORATORY DE LUXE .....	27
VITAMINS AND CALORIES .....	28
A COMMUNITY CENTER .....	29
AFTERNOON TEA .....	30
INTERIOR DECORATION .....	31
CLOTHING LABORATORY .....	32
MAKING CLOTHES .....	33
HOMEMAKING HEADQUARTERS .....	34
TABLE SERVICE .....	35
PREPARING THE BUDGET .....	36
PERSONAL APPEARANCE .....	37
FIRST AID .....	38
HOME CARE OF THE SICK .....	39
A MODEL HOME .....	40

# NOTE

Homemaking Cottages: Their Use in Homemaking Education is the fifteenth in a series of books and pamphlets published by the Federal Writers' Project in Pennsylvania and the fifth of a group of bulletins written by the staff for the Department of Public Instruction of the Commonwealth of Pennsylvania.

The bulletin was prepared by John F. Hausmann, Jr., of the Delaware County Unit, under the editorial supervision of George B. Reeves, Assistant State Director. The photographs were taken by Chester Brown and Frederick Ritter of the State staff.

PAUL COMLY FRENCH

*State Director*



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# INTRODUCTION

## PURPOSE

The cottage plan for the teaching of Homemaking in Pennsylvania schools has for its ultimate objective the betterment of home and family life through the training of both youth and adults in the art of homemaking in a natural environment.

Correlated to the large objective are those secondary considerations of (1) instilling an appreciation of the home functions in prospective homemakers, (2) teaching the pleasure rewards of household tasks benefiting the family as a whole, (3) providing an understanding of the manner in which art and science may contribute to homemaking, and (4) enabling the homemaker to take advantage of the many opportunities for self-development found in homemaking courses.

In order to achieve the greatest possible benefits from such a program it is essential that the homemaking department, whether it be extensive or a very small unit in the school, should, through the equipment and its arrangement, create an atmosphere conducive to the spirit of homemaking in both young and older people. Its prime purpose should be to furnish a home-like center for boys and girls and for adults who come to the school. In other words, the homemaking department should be the heart of the school.

It is in this particular respect that the cottage plan is believed to offer the maximum advantages in the teaching of homemaking.

## ACTIVITIES

"The change in the character and scope of home economics has necessitated a new type of classroom and equipment," says Mrs. Lucile Rust, Professor of Home Economics Educa-

tion, Kansas State College. "With the curriculum based upon homemaking, provision must be made for the effective teaching of its various activities. These include planning, preparing and serving meals, marketing, planning family expenditures, care of the sick, laundering, care and training of children, selecting and making clothing, home furnishing and planning."

Through the use of the Homemaking Cottage it is possible to simulate actual home conditions in the teaching of these important subjects, a factor which proves most valuable in enabling the pupil to extract the benefit from the homemaking program.

Because it provides actual home conditions in a setting apart from the central school unit with a corresponding freedom from interruption and allowing greater concentration, the Homemaking Cottage plan has added a new concept to the teaching of household arts.

## FACTORS DETERMINING TYPE OF COTTAGES

Whether the proposed Homemaking Cottage be situated in a remodeled building or one of new construction, it is not possible to set hard and fast rules to be used in every situation. Each cottage must be treated as an individual case and must be studied and worked out in accordance with local conditions. This is especially true with regard to cost since there is such wide variation, not only from place to place throughout the country but also from year to year. However, a few important points should be kept in mind under any and all circumstances and these are the qualities of durability, ease of care, attractiveness and safety—all of which are fundamental whether new buildings are being erected or an old one is being remodeled. The cottage should be in keeping with the community in which it is situated, both from an architectural and a cost point of view. The cottage should not be over-elaborate or ostentatious; neither should it be more poorly furnished than the average of the community.

## ARRANGEMENT OF ROOMS

The rooms should be arranged so as to facilitate demonstration of the application of good management to home activities. The principles of management which science has found effective for the home should be applied in planning for the teaching of homemaking in the Cottage. Requirements as to rooms and equipment are determined by the scope of the program and by the procedures which are to be followed in classroom instruction. As the homemaking program has broadened, the problem of making adequate provision for instruction in all its phases has constantly become more difficult. Local and State administrators have found it necessary to give careful consideration to this problem in modifying plant and equipment already in use, as well as in planning for new departments.

## COST

Study of this whole problem has brought recognition of the fact that cost is no true index of adequacy of facilities. Under acceptable standards of attractiveness, efficiency and durability, practical home equipment may cost less than the usual laboratory type which offers facilities for only one or two types of homemaking activities. Number and size of classes to be served and constancy of use of rooms are material factors in determining the amount of money required for a Homemaking Cottage.

## ESSENTIALS IN PLANNING

The essential qualities of the plant and equipment for a Homemaking Cottage are dependent upon the closest cooperation among school administrators, teachers, pupils, homemakers, architects, contractors, manufacturers, and salesmen. Only by the joint cooperative effort of these several agencies can Homemaking Cottages be made to contribute through their special types of service to the accomplishment of the important objectives of the program.

In one State these essential qualities have been listed as convenience, comprehensiveness, safety, flexibility, healthfulness, economy, efficiency, and aesthetic fitness. In accepting these essentials, however, the following specific factors must be given adequate consideration in making plans for the homemaking plant and equipment:

1. Probable growth of the school and of the homemaking department through the next several years, including the day and part-time classes for youth and classes for adults.
2. Number of pupils in different grades and percentages of those enrolled in the homemaking department.
3. School policy as to length of periods and classes.
4. General plan of organization used in homemaking classes.
5. Total money available for plant and equipment at present and possibilities for making additions later.
6. Special needs of the community as influenced by its location, the housing and community facilities and the economic status and home practices of the families.
7. Plant and equipment already available.
8. Policy concerning the responsibility of the homemaking department for the school lunch.

An interesting illustration of a simple, inexpensive type of Homemaking Cottage, featuring a combination homemaking instruction room is shown in Figure One,<sup>1</sup> a floor plan recommended by the home economics division of the State Department of Vocational Education, Texas.

This provides for a bungalow type cottage with a direct entrance into the living-dining room where a fireplace gives a home-like appearance. There are also two direct outside entrances into the combination homemaking room. Large storage rooms opening into each of these large rooms provide for the hanging of pupils' wraps, garments under construction and aprons, as well as for illustrative materials and larger equipment. Lavatory and storerooms, both of which are well lighted, are large enough to serve for changing garments for fitting.

The cabinets, built in across the two ends of the combination homemaking room, provide working space for sixteen pupils. Each of the four units serves four pupils, and has a sink, a

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<sup>1</sup> Floor Plans in Figures 1 and 2 taken from "Space and Equipment for Homemaking Instruction," Office of Education, Division for Vocational Education, Department of the Interior. Bulletin 181, 1935.

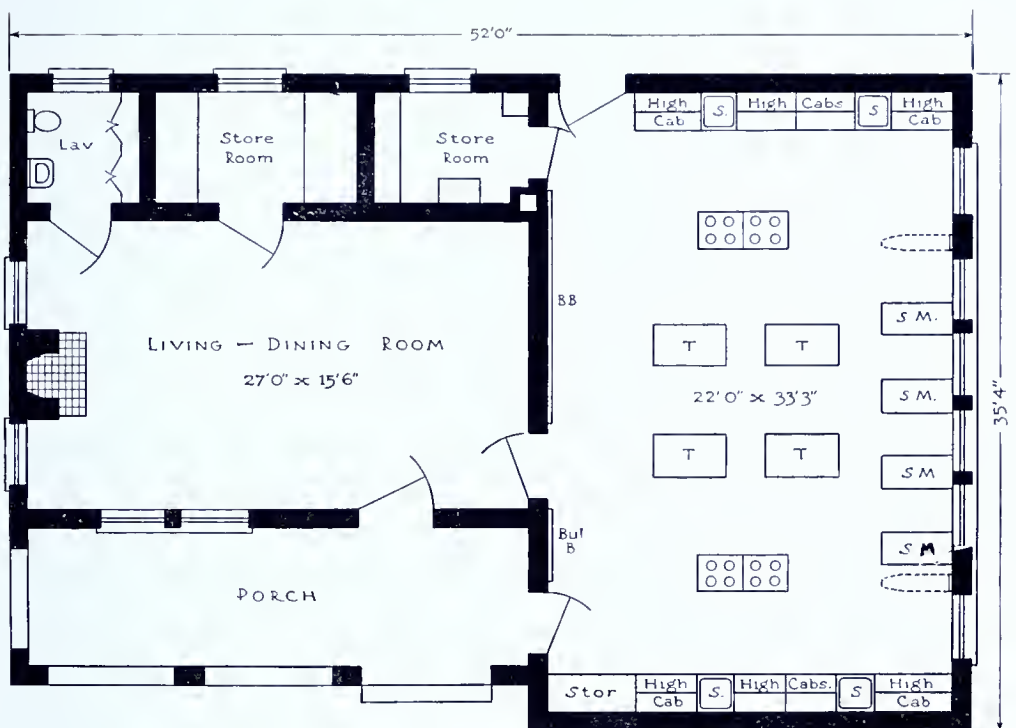


Figure 1

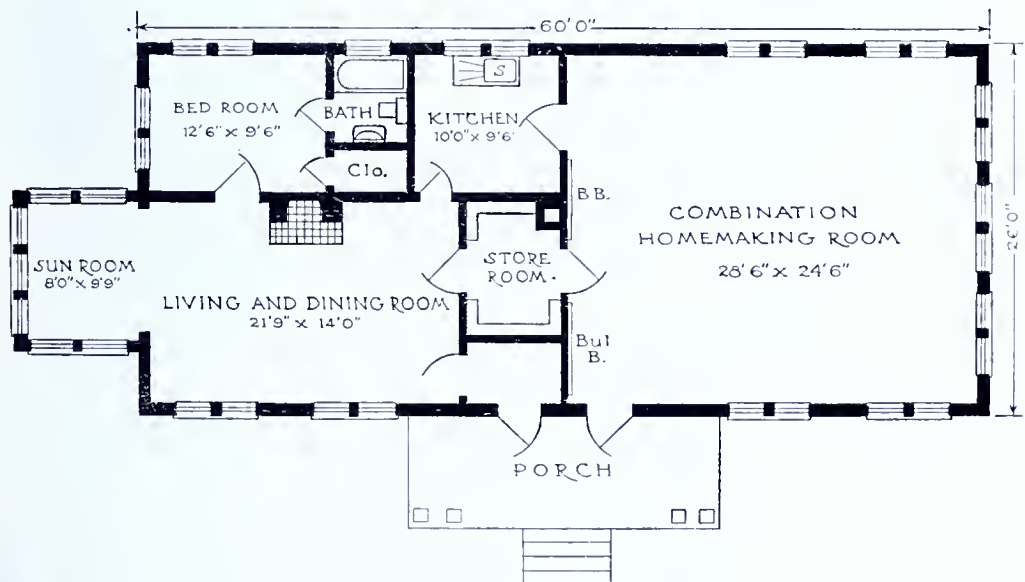


Figure 2



stove nearby, and a table for serving, in addition to the working surface and carefully planned cupboards. These cabinets approximate those built in many homes.

The placement of stoves so that they are accessible from three sides facilitates maximum convenience for pupils. The addition of a nearby table or shelf would improve the working conditions. Observe also the two filing drawers at convenient height, with book shelves above and storage for posters below. The location of these, so near to the bulletin board makes for convenience. The four tables in the room are of the folding type and are used for class study and discussions and for clothing construction as well as for meal service. The placement of the ironing boards insures good light.

Figure Two is the floor plan of a remodeled small family-size house at Philadelphia, Miss., in which three typical home rooms are combined with one laboratory. This plan shows a convenient arrangement with a combination homemaking room added for work by the class as a whole. Note the possibilities for attractive homelike treatment of the living-dining room with the fireplace and sun-room. The sun-room increases the space for group work in this area.

The kitchen is easily accessible to the living-dining room and to the combination homemaking room. The storeroom placed between these two rooms provides convenient storage for equipment and supplies used for activities carried on in both rooms. While specific space for caring for wraps, aprons, and garments under construction is not shown, the closet opening into the bedroom, though not conveniently located, may serve for such purpose at least in part.

Arrangement of windows and doors in the bedroom breaks the wall space so as to necessitate the use of a single bed. Good provision throughout the cottage is made for light and ventilation.

These two floor plans are not to be considered as patterns for cottages in other districts, but they will provide concrete suggestions which may be adapted in planning new departments and improving existing departments.

In determining space for homemaking instruction the pupils and their homes are the first consideration. A homemaking department is well organized when it has been planned in accordance with the needs of the whole school as well as those of the homemaking department.

The layout itself, including the amount of space to be allotted, must be planned with the objectives of the homemaking program, and the effective methods of achieving these, definitely in mind. Careful evaluation of the different possible layouts in terms of achievement of all objectives is basic to successful planning.

## FURNISHINGS AND EQUIPMENT

Eight primary considerations must necessarily be followed in selecting the equipment for the Homemaking Cottage if provisions are to be made for accepting the full responsibilities of the homemaking program.<sup>1</sup> These are:

1. Housing, including furniture
2. Provision of food for the family
3. Selection, care and construction of clothing
4. Home laundering
5. Care and development of children
6. Maintenance of health and care of the sick
7. Management of home finances
8. Maintenance of satisfactory family relationships

## HOUSING

The responsibility for providing satisfactory housing for the family necessitates a study of: (1) The housing needs of the family; (2) ways and means of providing for these through making the best use of existing equipment, furnishings, and housing facilities or through building; (3) the principles of health and sanitation as they relate to home plumbing, heating and lighting, and to the general care of the house; (4) the application of principles of art to planning the house and its surroundings, and to the selection and arrangement of furnishings; (5) the relative costs of different types of housing; and (6) some of the problems involved in building.

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<sup>1</sup> Loc. Cit.

## FOOD

The responsibility of providing food for the family includes meal planning and selection, purchase, storage, preparation, and serving of foods, as well as the cleaning, care, and arrangement of dishes, utensils, and storage space. For certain of these activities, namely, for storage and preparation of food and for meal serving and cleaning, special equipment is needed.

## CLOTHING

Planning, selection, and purchase of clothing: construction, repair, renovation, and routine care are included in the responsibility for providing clothing for a family. Efficient teaching of these various phases of the homemaker's responsibility for clothing means that provision must be made for equipment which sets a standard possible of attainment in the average home of the community, and, at the same time, demonstrates possibilities for increasing efficiency in the home of the future.

## INFANT CARE AND CHILD DEVELOPMENT

Infant care and child development is a fundamental part of the vocational program in homemaking, and special consideration should be given to the problems of the child and his relation to the family. Such a study includes selection and preparation of children's food and clothing, choice and care of special equipment for the child's meals, for his dressing and for his sleeping and play activities; plans for the child's daily schedule; the contributions of child's play to health and to his social relations. For activities which should be provided for pupils in the study of these problems very little special equipment is needed, since the emphasis is placed on adapting home conditions to fit the needs of children of different ages. When the Homemaking Cottage approximates a home situation, the necessary adaption in child-study activity can be made easily.



## HEALTH

Because the responsibility for the maintenance of family health is so closely tied up with every other family responsibility little special equipment for that purpose is needed in the Homemaking Cottage with the possible exception of weighing scales. Necessary equipment may be confined to the following:

1. Bed, with springs, a mattress, and two pillows
2. Bedside table
3. Bed linens, blanket and small equipment
4. Blocks for raising ordinary bed
5. A medicine cabinet containing bandages and emergency supplies

## HOME MANAGEMENT

Good home management can be exemplified and taught through selection, arrangement and use of tools, supplies and equipment in the homemaking rooms. The introduction of less formal methods and equipment in teaching and the emphasis on efficient procedures rather than finished products are increasing the opportunities for pupils not only to apply principles of management successfully but to experiment with situations in discovering for themselves the best procedures. For evaluation of different arrangements of equipment generally, movable equipment has an advantage over that which is stationary. The numerous opportunities for the effective use of homemaking equipment and rooms in solving managerial problems present a real challenge to homemaking teachers to utilize to the full these opportunities for pupil development.

## FAMILY AND COMMUNITY RELATIONSHIPS

Little equipment is needed in the Homemaking Cottage for the study of family and community relationships. To the extent that the school environment approximates a home situation the family point of view is more apt to be emphasized. Instruction in social relations is facilitated when a home-like social center is provided in the living room, living-dining room,

or living-clothing room combinations, or in some part of the combination homemaking rooms. The cottage lends itself particularly well to training for the social life of the home, and, as has been pointed out, it is often the center for community gatherings. Utilizing equipment and other facilities of the school and of the homes, stores and community buildings gives experience in maintaining desirable relationships with the community.

## SUMMARY

The objectives of instruction in homemaking, and the types of activities essential to their achievement are the basic guides in deciding upon the general plan of arrangement in the Home-making Cottage and in selecting styles, determining the number, and placement of specific pieces of furnishings and equipment. Other factors requiring careful consideration in making these choices are size of classes, type of class organization and available space and money.

The general plan of the work centers for food preparation and food service should approximate as nearly as possible a home situation. In selecting and arranging equipment for clothing, it is important to keep in mind working conditions and facilities in the homes of the community.

The equipment provided for instruction in home laundering will also vary according to local practices and desired outcomes in relation to this particular activity in each school. The minimum of one laundry center may be considered adequate for most departments.

The study of health and home care of the sick necessitates little special equipment if certain fundamental articles are selected with the needs for the various purposes in mind. For the study and guidance of children, management of resources in the home, and maintenance of satisfactory family relations, the furnishings and equipment of the entire homemaking department may be adapted to many of the activities, making necessary very little in the way of special equipment.

Construction, materials, and finishes should be considered very carefully in buying all furnishings and equipment, and the purposes to be served, i. e., durability, ease in cleaning and care, and attractiveness kept in mind.

It is apparent that the furnishings and equipment of Home-making Cottages require most careful planning to secure a working environment that will best serve the desired ends, exemplify good standards for the homes of the community, demonstrate managerial efficiency, be attractive, and create a home spirit.

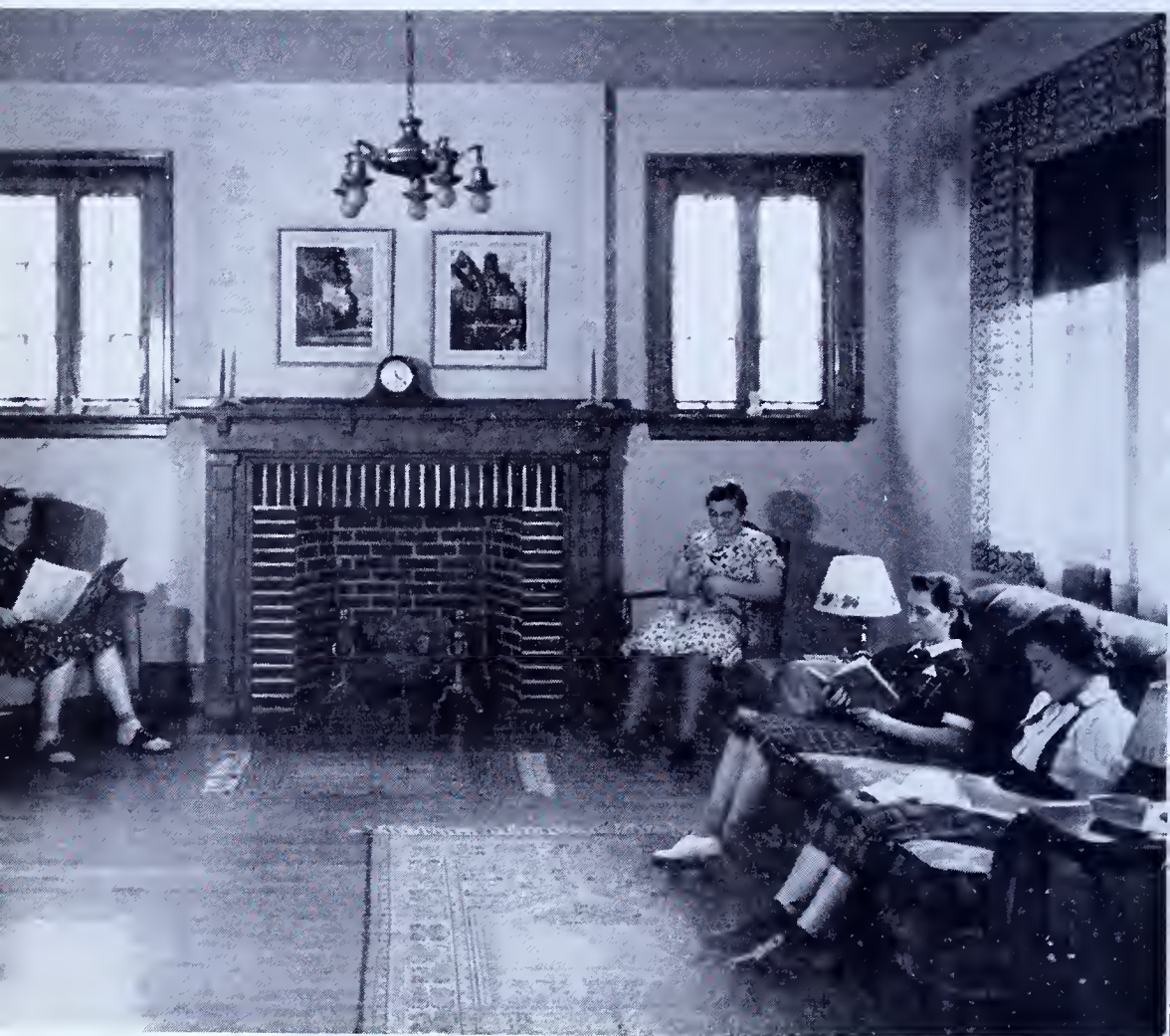


**INFANT CARE AND CHILD DEVELOPMENT CLASS—** Perhaps the most important class on the schedule of the Homemaking Cottage maintained by the Hatfield Joint Consolidated School, Montgomery County, is the Child Development class, a section of which is shown in the accompanying photograph. Held in the nursery of the Cottage, the class gives the "some-day-to-be-mothers" full instruction regarding the care and hygienic development of babies. The nursery is only a small section of the ten-room Cottage which was erected in 1929 at a cost of \$13,000. Both pupils and teachers are enthusiastic over results obtained through the use of the Homemaking Cottage and Supervising Principal E. B. Laudenslager declares that "the Cottage creates a home environment which is extremely important in the laboratory plan for teaching Home Economics."





**TASTY DISHES**—Girls at the East Greenville High School are learning the latest in meal preparation in the Homemaking class which is held in the kitchen of their modern twelve-room Homemaking Cottage. Supervising Principal Stanley M. Kurtz states that the Cottage was built in 1930 at the cost of \$13,000 and “provides a natural setting for home training because it helps to raise standards for home care in the pupil’s homes. The Cottage Plan provides ideal conditions for home economics classes by giving more room for class work and enables the girls to go about their class duties without disturbing other students.” Attired in uniforms suitable for cooking classes the girls enjoy every minute spent in their Cottage and the instructors report added interest in Homemaking classes, as can be easily understood from the busy group shown in the photograph.



ALL WORK AND NO PLAY—Makes Mary as well as Jack a dull pupil. No danger of that, however, at the East Greenville High School, for the Homemaking Cottage there provides a tastefully decorated “living room” where Mary may relax between Homemaking classes. In addition to its use as a recreation room, the living room is also utilized to instruct the girls in furniture arrangement, proper use of draperies and other room accessories so necessary in modern home management. Easily one of the most popular rooms in the Cottage, according to Supervising Principal Stanley M. Kurtz, the living room is playing an important part in the effort of the Home Economics Department to develop in the students proper home appreciation.



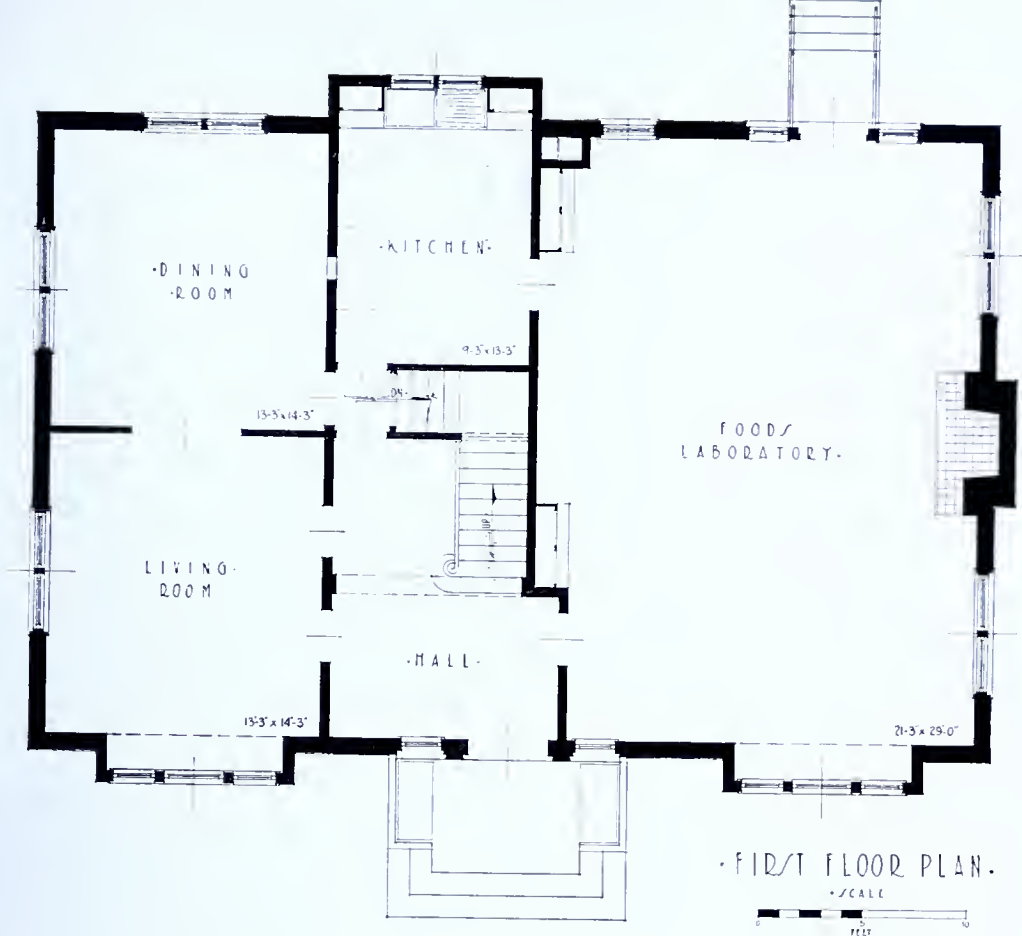


**TAKING CARE OF JOHN**—Pupils in the Homemaking classes at Hatfield Joint Consolidated School, Montgomery County, particularly enjoy the Infant Care and Child Development project in their Homemaking Cottage when “a real, live baby” is used in demonstrations. The Cottage has a completely equipped nursery and although the baby in the photograph does not appear to enjoy the demonstration in which he is playing such an important part, the engrossed expression on the face of the pupil is sufficient evidence of her interest in the Child Development class.



COMPLETE HOME—Pupils at the Hatfield, Montgomery County, Joint Consolidated School are justly proud of this modern, ten-room Homemaking Cottage. The Cottage contains perfectly equipped kitchens, clothing and fitting rooms, nursery, dining and living rooms, and enables instructors in the Homemaking class to obtain the best possible results through the reproduction of actual home conditions. It contains a vapor-vacumn heating plant and was built in 1929 at a cost of \$13,500. In addition to the regular schedule of Home Economics classes, the pupils in Homemaking also have an opportunity to use the exterior of the Cottage and grounds for landscaping and flower culture through the cooperation of the instructor in Agriculture.







SPICK AND SPAN—No dust or dirt is permitted to mar the spotless record of the Homemaking Cottage at Portage Borough due to the enthusiastic efforts of the pupils in the Homemaking classes. Built at a cost of \$7,000 this nine-room Cottage has all the conveniences of a modern home and is kept in splendid condition by the girls themselves under the supervision of their instructors. In describing the educational advantages of the Cottage, Principal W. H. Derrick said: "It provides the real home situation with all modern conveniences."



**THE PERFECT HOSTESS**—Everything necessary to produce the perfect dinner amid perfect surroundings is part of the instruction given in the Homemaking classes at Portage Borough in the Homemaking Cottage. Such lessons are easily learned, too, when the pupils have an opportunity such as this to put their instruction in actual practice in the Cottage under the same conditions they will face some day in their own homes. Not only is the task of the teacher lightened, but the pupils really enjoy every class held in the Cottage.





**CLEAN CLOTHES**—Pupils in the Homemaking classes in the Homemaking Cottage at Portage Borough School are taught that clean clothes are just as important as a clean home. The use of proper cleaning materials and methods are taught the young “home-makers” in the Cottage under the same conditions they will find when they establish homes of their own.



COZY COTTAGE—Acquired at a cost of only \$1,500 this pretty six-room Homemaking Cottage is the pride of Millville. Beside being used for Homemaking classes it is also utilized for community activities. According to Principal William Coffman, "It is away from the rest of the school and extremely valuable because it presents the home situation and gives girls a complete idea of how to properly run a home."





FLOWER CULTURE—The exterior as well as the interior of Steelton's Homemaking Cottage is utilized in the Homemaking program and the pupils enjoy their landscaping and flower culture work in the yard and garden surrounding the Cottage. The girls are taught the proper selection and care of flowers in the garden and attractive ways of arranging them as home and table decorations.





**CHEERFUL MONDAY**—Washday holds no terrors for the pupils in the Homemaking course at Steelton's Homemaking Cottage because they enjoy the use of modern laundry equipment plus a pretty yard in which to dry their finished work. Girls are taught the proper cleansing materials to use for various fabrics and the advantages of exposing garments to the healthful rays of the sun.





**STUDY HOUR**—What more attractive setting for a real study hour could one desire than this cozy corner of the library in the Homemaking Cottage at Morrisville, Bucks County. Pupils in the Homemaking program devote part of their time to the theory of successful homemaking in addition to the actual work of taking care of the historic old Clymer Mansion.





**GARDEN STUDIES**—Outside as well as inside, the Homemaking Cottage at Hershey, Dauphin County, is utilized to teach pupils in the Homemaking program ways and means of achieving the home beautiful. Girls enjoy selecting the proper plants and shrubbery to adorn the wide lawns and rear garden and learn valuable lessons to aid them in later years.





**HOME MAINTENANCE**—Home repairing and maintenance go hand in hand with homemaking, so the pupils in the Oxford, Chester County, Homemaking Cottage are given an opportunity of practicing some of the odd jobs which crop up every so often in the average home. The value of these important lessons will be illustrated some day when substantial savings will be effected by the pupils in homes of their own. Teachers in the Homemaking program are gratified by the aptitude shown by the girls in general home maintenance.





LABORATORY DE LUXE—The Food Laboratory at the DuBois Homemaking Cottage contains both the unit kitchen plan and laboratory plan and is equipped on one side with electric ranges and electric refrigerator and on the other side with gas ranges and gas refrigerator. Venetian blinds, ultra-modern lighting diffusion and marbled asbestos flooring all combine to make this a modern kitchen unit.



VITAMINS AND CALORIES—Prove easy to master in the kitchen laboratory which is an important part of the Homemaking Cottage plan at Oxford, Chester County. Correct diet, economical food purchasing, proper food preparation and menu construction are some of the valuable subjects which the modern homemaker must know and the girls at Oxford are particularly fortunate in being able to learn them in the up-to-date laboratory of their Homemaking Cottage.





A COMMUNITY CENTER—Pupils in the Homemaking program at Claysville, Washington County, are proud of their modern two-story Homemaking Cottage. Completely equipped and furnished, the Cottage provides perfect home environment for the homemaking demonstrations and is given a large share of credit by the Homemaking teachers for the creation of added pupil interest in the classes. This Cottage is unique in that pupils are given experience in actual home management by living in the house with the teacher for a period of four to six weeks.



AFTERNOON TEA—The niceties of serving an afternoon tea are easily learned by the students of Canonsburg, Washington County, at the demonstrations held in the attractively furnished living room of their Homemaking Cottage. Here the girls learn the important lessons of social behavior and poise, so necessary to the perfect hostess.





**INTERIOR DECORATION**—Improving the appearance of the Homemaking Cottage is one of the features of the Homemaking program in Cecil Township, Washington County. The Cottage was originally an old homestead to which two abandoned one-room schools were added at a total cost of \$12,000, including eight acres of land. Most of the work of renovating the Cottage was done by the pupils and the accompanying photograph indicates the versatility of the girls in the Homemaking classes by the efficient manner in which they papered the Cottage. Superintendent H. S. Kuder states that the Cottage has been in use for eleven years and has enhanced the possibilities of more practical homemaking.





**CLOTHING LABORATORY**—The completion of the sewing laboratory at the DuBois Homemaking Cottage is one of the reasons why Superintendent H. E. Reisgen considers the Cottage one of the most important adjuncts to the school system. Equipped with sewing tables, metal sewing baskets, electric sewing machines, ironing boards, cutting table and fitting rooms, the clothing laboratory adds an enchantment to the Homemaking program that makes the classes doubly attractive to the pupils and facilitates the work of the teachers.



**MAKING CLOTHES**—Used for the regular schedule of Homemaking classes, community activities and additional classes in Landscaping and Flower Culture through the cooperation of the teacher of Agriculture, the Homemaking Cottage at Uniontown, Fayette County, is utilized to the fullest advantage. According to Superintendent J. Nelson Mowls, this nine-room Cottage “makes possible practical homemaking training. The equipment and surroundings are particularly well-suited for this practical training.” The clothing class shown in the photograph is but one of the many valuable contributions the Cottage makes to the training of pupils.





**HOMEMAKING HEADQUARTERS**  
—A center for Homemaking classes, flower culture and landscaping classes, parties and school socials, the Homemaking Building at Dayton Borough, Armstrong County, is always in use. Superintendent C. N. Hanner states that the building was acquired in 1932 at a cost of \$10,000 and “gives practical problems that will be met in the home and teaches responsibility in the solving of these problems.”



**TABLE SERVICE**—The dining room at the Waynesburg, Greene County, Homemaking Cottage, provides a perfect setting for the Homemaking classes in table service, arrangement, and the many other details which combine to produce a well-served meal. Home Economics teachers report that the pupils show added interest in their lessons when followed by actual demonstrations in the Cottage.



PREPARING THE BUDGET — The Homemaking class at Hatboro prepares actual household budgets. This phase of domestic economy will serve the pupil well in the efficient operation of an actual home.





PERSONAL APPEARANCE — is stressed in the Homemaking program. In the Homemaking Cottage at Hatboro, the pupils are trained in the many methods of appearing spick and span. Hairdressing, massage, manicuring, and spot cleaning are included in the curriculum.



FIRST AID—the treatment of the many household injuries that arise daily are taught in the Homemaking Cottage at Abington. The patient's foot is expertly bandaged under the supervision of the nurse.





HOME CARE OF THE SICK—a meal is served on a tray to the patient. Considerate care of the sick and convalescent is a part of the Homemaking program in the Cottage at Abington.



A MODEL HOME—is the Homemaking Cottage at Abington. The students enrolled in the Homemaking program use this attractive dwelling as a laboratory and workshop to put into practice the theory of homemaking.



## QUESTIONNAIRE SUMMARY

Prompt response on the questionnaires to school administrators indicates their interest in the project. Information gleaned from the questionnaires follows:

1. Most of the cottages are owned by the school districts and range in cost from \$5,000 to \$35,000. A few are rented but the monthly cost is not stated. In several instances either a part of the house is rented to tenants or rental is charged for teachers' use of the house during the school year.
2. Cottages vary in size having an average of eight rooms per cottage. The majority are heated by hot air or steam although one is heated by oil. In general, janitorial service is provided although in some districts the entire care of the house is under the direction of the Homemaking teacher and pupils, for this provides many projects in real home management and house care.
3. Homemaking Cottages have been in use for one to nineteen years with an average length of service of ten years, with very few rooms idle at any time. Although these dwellings for the most part are used for day classes in Homemaking and in some cases for out-of-school groups in the evening, instruction in day classes has been provided for parent education, music and art groups. A few houses have been used for instructional purposes or recreational purposes during the summer months although the majority of dwellings have been utilized for community activities in the evening during the school year. In the rural centers outside projects in flower culture and landscape are made possible and where an Agricultural teacher is employed co-operation is given the Homemaking teacher in planning such projects. It may be said then that the houses used in three ways for residential, instructional and social purposes have certain advantages.



4. Consensus of opinion seems to be that the cottages provide a natural setting for Homemaking activities so that there is a direct carry over into the pupil's own homes; that the homelike atmosphere greatly extends the instructional possibilities for home management problems; that greater teaching opportunities are provided because all Homemaking activities are concentrated; that a substantial increase of pupil development is shown; that an interest on the part of parents is apparent; and that an improvement in social qualities is quite noticeable.
5. The cottage system tends to develop the spirit of the inscription over a fireplace in a community house, "My Home—The Best I Have—I Give It To You."



